

# FINE ARTS ENDORSEMENTS

Name \_\_\_\_\_ District \_\_\_\_\_ School \_\_\_\_\_ SAEP Acceptance Letter Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phones: (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

SS#/CACTUS # \_\_\_\_\_ Major: \_\_\_\_\_ Minor: \_\_\_\_\_

**You must have a current license with an Elementary or Secondary area of concentration.**

**For Endorsement** (must complete all requirements) OR

**For State Approved Endorsement Plan** (2 Year) (must have current license, be currently teaching in the endorsement area and have 9 semester credits toward endorsement).

Date Received: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

## • Types and Levels of Endorsement

### *Choose One Type:*

Dance: \_\_\_\_\_ Music: \_\_\_\_\_ Theatre: \_\_\_\_\_ Stagecraft: \_\_\_\_\_ Visual Arts: \_\_\_\_\_ Photography: \_\_\_\_\_

### *Choose One Level:*

Elementary I \_\_\_\_\_ Elementary II \_\_\_\_\_ (K-6 Specialist) Secondary \_\_\_\_\_ (6-12 Specialist)

### *Elementary Endorsement Levels*

Level I. For educators who desire to develop expertise in teaching what is required in the Art, Music, Dance, or Drama Core Curriculum for K-6 students. Teachers must fulfill pre-requisites and obtain approval of principal and district to get accepted into the program.

Level II. For educators who desire to be hired as a Specialist in Art, Music, Dance, or Drama for K-6 students.

### *Secondary Endorsement Levels*

For licensed educators who desire to be hired as a specialist in Art, Music, Dance, or Theatre for 6th through 12<sup>th</sup> grade students. Applicant may have an elementary license if serving only through the 8<sup>th</sup> grade, but must have a secondary license to serve 9<sup>th</sup> through 12<sup>th</sup> graders.

## • Send the highlighted transcript with completed endorsement portfolio with a fee as follows:

### **Processing fees:**

Endorsement submitted by individual -  
\$35. Send to:

Utah State Office of Education  
Attn: Sheri Lowry  
Educator Licensing  
250 East 500 South  
P O Box 144200  
Salt Lake City, UT 84114-4200

State Approved Endorsement Program  
(SAEP) (paid by district or charter school) -  
\$30 Send to:

Utah State Office of Education  
Attn: Stephanie Ferris  
Educator Licensing  
250 East 500 South  
P O Box 144200  
Salt Lake City, UT 84114-4200

7/1/2005

For more information contact:

Carol Ann Goodson, Fine Arts Specialist, (801) 538-7793, [CarolAnn.Goodson@schools.utah.gov](mailto:CarolAnn.Goodson@schools.utah.gov)

## USOE USE ONLY

Applicant has successfully completed all requirements.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

*Annual progress reports:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Portfolio Instructions

#### ***Overview.***

The portfolio application is designed to be a vehicle for your development as a professional arts educator and it will be added to as you continue through the endorsement process. Successful completion of the portfolio SAEP is your exit from the endorsement program.

#### ***Portfolio Preparation and Submission.***

Complete the evidence column of the Endorsement Checklist form. In a separate narrative and following the sequence of that form, state your rationale for using the evidence cited in the form and placed in the portfolio. Highlight the entries to which you refer on the official transcripts. Choose an established specialist or qualified artist to write any letters of evaluation concerning art form competencies. These letters must be dated. Cite evaluator's qualifications, and date the work completed under his or her supervision. Demonstrated competency evaluations must be performed by USOE-approved university professors. Contact State Fine Arts Specialist Carol Ann Goodson ([cgoodson@usoe.k12.ut.us](mailto:cgoodson@usoe.k12.ut.us)) with questions you may have in the preparation of your portfolio. Submit your completed portfolio and processing fee to: Sheri Lowry, USOE Licensure; 250 E. 500 South; P.O. Box 144200; SLC, UT 84114-4200.

#### ***What Happens to the Submitted Portfolio?***

Portfolios are received by the licensure office and then evaluated by USOE Arts Endorsement Consultants. Consultant recommendations include: (a) full endorsement, (b) citation of deficiencies and the development of an SAEP with temporary authorization to teach, and (c) identification of work needed before applying for an endorsement. Sufficient technical skill in any art form is generally a pre-requisite to being in an arts endorsement program, because such skill demands many years of development. No plan is approved that will require more than three years to complete. Acceptable progress within the plan must be reported in writing each year in order to remain in the endorsement program and to receive continued authorization to teach.

## Level II Theatre Endorsement Checklist (Elementary Drama Specialist)

### I. DRAMA CONTENT

*Required of all teachers seeking a Level II Drama Endorsement*

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3 sem. hrs.	<b>Introduction to Theatre.</b> Demonstrate a comprehensive knowledge and understanding of the elements and concepts intrinsic to theatre.		
3 sem. hrs.	<b>Playwriting.</b> Demonstrate the ability to guide students to develop scripted plays through the use of play building techniques (process drama) and traditional playwriting techniques.		
3 sem. hrs.	<b>Acting.</b> Demonstrate the ability to enable students to develop the physical (stage movement, voice and speech), mental, and emotional resources required for acting.		
3 sem. hrs.	<b>Design.</b> Demonstrate adequate knowledge and understanding to successfully facilitate production designs in set and scenery, lighting, sound/music, props, special effects, and make-up.		
3 sem. hrs.	<b>Directing.</b> Demonstrate theory and practice in staging informal and formal dramatic presentations, including the specific skills of casting, script analysis, rehearsing, blocking and composition, production unity, and constructing meaning.		
3 sem. hrs.	<b>Technical/Design Skills.</b> Demonstrate the knowledge and ability to achieve simple, but effective (often metaphorical) production designs in the areas of set, lighting, costume, make-up, sound, and props.		
3 sem. hrs.	<b>Drama Methods.</b> Demonstrate a happy, passionate, motivating nurturing rapport with students and the ability to develop within them a love/appreciation for theatre. Demonstrate skills at delivering the theatre curriculum through current teaching techniques, including process drama. Demonstrate intimate knowledge and understanding of the Utah K-6 Drama Core objectives and targets as they relate to both classroom theatre curriculum and staged productions. Demonstrate effective methods when integrating theatre with other subjects. Demonstrate knowledge of theatre education resources. Demonstrate effectiveness in making student self-assessment an integral, routine part of the instructional process. Provide results of student progress in the State Drama Core Target Portfolios, and professional reflection on the meaning of those results with administrators, colleagues, and community in developing a strong Arts Education Program for the students in the school. Supportive use of the students' skills in reading, writing, mathematics and other subjects in the teaching of Drama.		

### II. PEDAGOGY

*Required of all teachers seeking a Secondary Theatre Endorsement*

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3 sem. hrs.	<b>Knowledge of Students.</b> (Coursework Recommended) <ol style="list-style-type: none"> <li>1. A practical understanding of the emotional, intellectual, social, aesthetic, and physical characteristics of the secondary student.</li> <li>2. A comprehension of how drama experiences develop Life Skills.</li> <li>3. A knowledge of students' skills, knowledge, interests, cultural heritage, and varied approaches to learning.</li> </ol>		

3 ** sem. hrs.	<b>Instructional Design. Planning and Preparation</b> (Coursework Recommended) <ol style="list-style-type: none"> <li>1. Setting instructional goals.</li> <li>2. Demonstrating knowledge of resources for teachers and for students.</li> <li>3. Designing coherent instruction: learning activities that encourage students to practice and develop Life Skills and drama skills and understanding; selection of instructional materials and resources, including drama literature; instructional groups; lesson and unit structure.</li> <li>4. Assessing student learning: congruent with instructional goals; criteria and standards; student reflection and self-assessment of their own work embedded in learning processes; used for planning.</li> </ol>		
3 sem. hrs.	<b>Classroom Environment.</b> (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> <li>1. Establishing a positive, motivating, and nurturing rapport with students.</li> <li>2. Creating a culture for learning: expectations for learning and achievement, importance of the content and student pride in work.</li> <li>3. Managing classroom procedures: management of instruction groups, transitions, materials and supplies; performance of non-instructional duties, supervision of volunteers and paraprofessionals.</li> <li>4. Managing student behavior.</li> <li>5. Organizing physical space.</li> </ol>		
3 sem. hrs.	<b>Instructing.</b> (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> <li>1. Communicating clearly and accurately: directions, procedures; oral and written language.</li> <li>2. Using questioning and discussion techniques: quality of questions, discussion techniques, and student participation.</li> <li>3. Engaging students in learning: representation of Core content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing.</li> <li>4. Providing feedback to students, that has quality, and is accurate, constructive, specific, and timely in informal classroom settings and in formal adjudication of individual and group performances.</li> <li>5. Demonstrating flexibility and responsiveness: lesson adjustment, response to students, persistence.</li> <li>6. Producing quality student drama performances.</li> </ol>		
	<b>Professional Responsibilities.</b> <ol style="list-style-type: none"> <li>1. Reflective teaching - through studying and evaluating student work, action research, etc.</li> <li>2. Maintaining accurate records: student completion of assignments, student progress in learning, and other.</li> <li>3. Communicating with families: information about instructional program, individual students, and engagement of families in instructional program.</li> <li>4. Contributing to the school and district in relationship with colleagues, service to school, participation in school and district projects.</li> <li>5. Growing and developing professionally in content knowledge, pedagogical skill, and service to the profession.</li> <li>6. Showing professionalism through service to students, advocacy, and decision making.</li> </ol>		

### RESTRICTED ENDORSEMENT

*Only for applicants working in a declared necessarily existent small school.*

For individuals assigned to teach three or more subjects in small schools identified as rural, alternative high schools, etc., may qualify for an endorsement with a minimum of nine semester hours of college or approved inservice course work in:

3 sem. hrs.	<b>Acting Basic.</b> (Development of physical, mental, and emotional resources required in acting)		
3 sem. hrs.	<b>Methods.</b> See the standard endorsement information for a means of identifying the areas most needed.		

3 sem. hrs.	<b>Methods for teaching drama.</b> (Problems of teaching dramatic principles and presenting theatrical productions in the secondary school)		
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### No Child Left Behind Designations For Teachers

Highly Qualified (HQ)    Not Highly Qualified (NHQ)

1. Designation is based upon degree Teaching In Field or Outside of Field	2. Appropriate Endorsement Completed	3. Currently on SAEP
_ In Field	HQ	NHQ
_ Outside Field	NHQ	NHQ
Outside Field with Major Equivalency (30 Approved Semester Hours) OR Endorsement plus 200 HOUSSE Points	HQ	NHQ

- A teacher is teaching “In Field” when he or she has a major in Dance.
- A teacher is deemed to have “Major Equivalency” when he or she has 30 semester hours of approved course work that meets current USOE endorsement guidelines.
- A teacher is deemed to be HQ upon verification of appropriate endorsement plus 200 HOUSSE points specific to the endorsement subject.

Subject	Recommended Endorsement	Required Endorsement
<b>Dance, Music, Theatre, Visual Art</b>		
K-6	Level I or Level II	None
6-8 (MS)	Level IV	Level III
6-12 (Jr-Sr HS) 7-9 (JHS) 9-12 or 10-12 (HS)	Level IV	Level IV

*Old endorsement equivalents:*

Level I = Dance, Music, Theatre, Visual Art (K-6)

Level II = Dance, Music, Theatre, Visual Art (K-6) (Have a degree)

Level III = Dance, Music, Theatre, Visual Art (5-9)

Level IV = Dance, Music, Theatre, Visual Art (K-12 or 6-12)